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ABSTRACT

The directory of teacher training materials being developed by the Center for Innovation in Teaching the Handicapped contains 24 summaries of current projects. Provided for each project are topic, project director, author, target population, general objective, rationale, format, package contents, a general description, approximate time requirements, developmental stage, and evaluation data. The following are examples of described materials: an audiotape and set of color slides to help special education teachers learn to observe and record children's behaviors, a cassette and filmstrip to help teachers enlist the aid of parents as partners in teaching handicapped children, an audiotape and slides to teach principles of affective education, a deck of monster cards to help teachers analyze concepts for instruction, and a programed instruction manual and video tapes to help teachers develop behavior management techniques. (DB)

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Center for Innovation in Teaching the Handicapped

School of Education, Indiana University, Bloomington, In.

DIRECTORY OF CITE TRAINING MATERIALS

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OBSERVING AND RECORDING A CHILD'S BEHAVIOR

PROJECT: IDL 2: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

AUTHOR: Kathleen B. Sturtevant

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The trainee shall define a behavior observable in the classroom and design a recording system for observing that behavior.

RATIONALE: Programming for the individual needs of children, whether the needs be cognitive or affective, is aided by careful observation. Defining the problematic behavior and observing the child systematically enables the teacher to select appropriate curriculum materials or to apply effective behavior management strategies.

FORMAT: Individual use slide/tape module.

PACKAGE CONTENTS: Audiotape
Set of 80 color slides
Response book
Sample forms

GENERAL DESCRIPTION: The audiotape directs the use of the module, presents the content and refers the trainee to the response book for self-testing. The slides clarify and highlight the audio presentation. Through stories and examples, the narration includes defining a behavior that can be observed, recording procedures for countable behavior and analyzing procedures for infrequent but troublesome behavior.

APPROXIMATE TIME REQUIREMENT: 45-90 minutes (including work on individual assignments)

DEVELOPMENTAL STAGE: Prototype ready for release in December 1973.

EVALUATION: Formative evaluation of the content has been undertaken. No evaluation of the package is currently available.

PARENTS AS PARTNERS IN TEACHING HANDICAPPED CHILDREN

PROJECT: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

SCRIPT: Harold D. Stolovitch

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The teacher shall be able to plan and implement a program for involving parents in providing supplementary instruction to their own handicapped children.

FORMAT: Synchronized filmstrip/audiocassette module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiocassette recording
Color filmstrip
Response booklet
Instructor's manual

GENERAL DESCRIPTION: The audiotape, coordinated with photographic and cartoon visuals, presents a mixture of narration and dialogue on getting parents to participate in the learning experiences of their handicapped children. A storyline is used in which Mrs. Merton, a relatively young teacher, learns about the value of parent-tutors and how to go about contacting, meeting with, and training the parents of her pupils so that they can effectively work with their own children. The trainee is frequently asked to refer to the individual response booklet, aimed at providing him/her with a blueprint for initiating and carrying out a parent-tutoring program on completion of the module.

APPROXIMATE TRAINING TIME: 1 hour + time for completing the exercises in the response booklet.

DEVELOPMENTAL STAGE: Narration script and response booklet in first draft form.

EVALUATION: Criterion-referenced instrument completed.

USING VOLUNTEERS IN THE CLASSROOM

PROJECT: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

AUTHOR: Pamela Dollarhide

TARGET AUDIENCE: Inservice and preservice teachers

GENERAL OBJECTIVE: The teacher trainee will be able to plan for and implement procedures for effective use of volunteer aides in the classroom.

FORMAT: Slide/tape module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiotape recording, 3.75 i.p.s., 43 min.
Set of 148 color slides
Response booklet, 12 pp.
Instructor's Manual, 4 pp.

GENERAL DESCRIPTION: The audiotape integrates different components and presents the main narrative. Synchronized slides are used for visual clarification and enrichment. The trainee is frequently required to make responses in the booklet. Narration on the tape uses the story of Mr. Scott and his experiences with four different volunteer aides to illustrate different techniques for meeting with volunteers, introducing the school staff to them, setting up groundrules for their work, handling parent complaints, encouraging growth of meaningful relationships between the volunteer and his charge, and easing the separation pains of the learner from one volunteer and transferring him to another.

APPROXIMATE TRAINING TIME: One hour + time for follow-up activities.

AVAILABILITY: Prototype version available for limited use.

EVALUATION: Limited formative evaluation has been completed. Summative evaluation is being planned for the near future.

INFORMAL READING INVENTORY

PROJECT: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

SCRIPT: Ida Jean Windell
Lillian Warshaver

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The trainee shall be able to construct, administer, and interpret the informal reading inventory.

FORMAT: Synchronized filmstrip/audiocassette module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiotape cassettes
Color filmstrip
Response manual and IRI administration manual
Audiocassette protocols of children's reading performance
Instructor's manual

GENERAL DESCRIPTION: The first section of the module is a sound filmstrip which presents the basic rationale for the use of the informal reading inventory and demonstrates how a teacher can construct one. Three other sections use a printed manual and audiotape protocols. These sections provide training on coding a child's performance in the informal reading inventory, analyzing and scoring this performance, and interpreting the score.

APPROXIMATE TRAINING TIME: 4 hours.

DEVELOPMENTAL STAGE: Script for Section I completed. All other sections in press.

EVALUATION: Extensive evaluation of the contents has been carried out in a paper-and-pencil format. Results are available.

INSTRUCTIONAL GAMES FOR EMR CHILDREN

PROJECT: IDL 2: Tips for Teachers

PROJECT DIRECTORS: Melvyn I. Semmel
Sivasailam Thiagarajan

AUTHOR: Sivasailam Thiagarajan

GENERAL OBJECTIVE: The teacher trainee shall be able to modify instructional games for use with EMR children in his classroom and adapt existing games to present new topics.

RATIONALE: The use of games with EMR children is supported both by logic and some empirical evidence. Most of the games available in the market are unsuitable for this population. However, the average teacher seldom has the time to design instructional games from scratch. This module presents the less demanding skills of modifying and adapting existing games.

FORMAT: Individual slide/tape module.

PACKAGE CONTENTS: Audiotape, 3.75 i.p.s., 10 min.
Set of 34 color slides
Response booklet
Game kit containing materials for the game WHOSE
Instructor's manual

GENERAL DESCRIPTION: The audiotape integrates different components and presents the main narrative. Synchronized slides are used for visual clarification and enrichment. The trainee is referred to the response booklet and the game kit from time to time to make active responses. Narration on the tape uses a story line of how one teacher made successful modifications in a game to make it more effective and motivating for her children and how she later adapted it to teach entirely new subject-matter topics. General principles of modifying and adapting instructional games for EMR children are illustrated in the story. Upon the completion of the narration, the trainee is required to modify a given game using a checklist and to adapt another game to teach new topics. The response booklet also suggests a number of follow-up suggestions and describes the rules for more games and sources of still more games.

APPROXIMATE TIME REQUIREMENT: 45-90 min. (including work on individual assignments)

AVAILABILITY: Prototype ready for release April 1974.

EVALUATION: Formative evaluation of the games and the suggested procedures has been undertaken. No evaluation of the package itself is currently available.

TEACHING READING TO HANDICAPPED CHILDREN

PROJECT: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

SCRIPT: Lillian Warshaver

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The trainee shall be able to use a variety of strategies in teaching reading to handicapped children.

FORMAT: Synchronized filmstrip/audio cassette module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Color filmstrip
Response booklet
Instructor's manual

GENERAL DESCRIPTION: The audiotape, coordinated with photographic visuals, presents a mixture of narration and dialogue on various strategies for teaching handicapped children to read. A number of preinstructional preparatory activities are described along with instructional strategies. The trainee is required to develop a number of activities on his own based on typical reading units and to utilize the techniques presented in the module.

APPROXIMATE TRAINING TIME: 45 minutes + time for working on practical assignments.

DEVELOPMENTAL STAGE: Prototype version ready.

EVALUATION: Formative evaluation of the module in progress.

PROGRAMMED TUTORING AND THE CLASSROOM TEACHER

PROJECT: IDL 2: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

AUTHOR: Sivasailam Thiagarajan

TARGET AUDIENCE: Preservice and inservice special education teachers.

GENERAL OBJECTIVE: The teacher trainee will be able to choose appropriate commercially available programmed tutoring kits; design short programmed-tutoring lessons; and implement them in his classroom.

RATIONALE: In a heterogeneous classroom, the teacher does not have the time for individual attention to all children. As a result, those who require such attention most--the below average learners--find it increasingly hard to cope with academic demands. The use of paraprofessional and volunteer tutors to provide remedial help to these children is an obvious solution, but without careful structuring, these tutors may merely add to the problem. The technique of programmed tutoring offers a procedure for efficiently using such tutors without the need for extensive training or supervision. Some recent data indicate that the systematic use of programmed tutoring in the early grades may prove to be a viable alternative to special education.

FORMAT: Slide/tape module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiotape recording
Set of color slides
Response booklet
Instructor's manual

GENERAL DESCRIPTION: The audiotape integrates the trainee's learning activities. It begins with a narration of the problems of individualization and the use of volunteers, and systematically introduces programmed tutoring procedures. Slides provide visual clarification and enrichment. The trainee is referred to the response booklet from time to time for samples of programmed tutoring materials and for active responding. The response booklet includes a set of reference materials and a list of follow-up activities.

APPROXIMATE TIME REQUIREMENT: One hour + follow-up activities.

AVAILABILITY: Will be available by August 1974.

EVALUATION: Extensive evaluation of programmed-tutoring procedures has been completed. Formative and summative evaluation of the modules are planned for the near future.

USING EXPERIENCE-ACTIVITY CHARTS IN TEACHING READING

PROJECT: Tips for Teachers

PROJECT DIRECTOR: Melvyn I. Semmel

SCRIPT: Lillian Warshaver

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The trainee shall be able to prepare and use various kinds of experience activity charts in teaching reading to handicapped children.

FORMAT: Synchronized filmstrip/audiocassette module for individual use. (May also be used in group situations with minor modifications.)

PACKAGE CONTENTS: Audiocassette recording
Color filmstrip
Response booklet
Instructor's manual

GENERAL DESCRIPTION: Narration on the audiotape coordinated with photographic visuals provides a rationale for the use of experience-activity charts in teaching reading. The advantages and limitations of these charts are discussed. The trainee is required to make responses from time to time in his booklet and to provide his own suggestions on the effective use of experience-activity charts.

APPROXIMATE TRAINING TIME: 45 minutes.

DEVELOPMENTAL STAGE: Initial draft of the script completed.

HOW TO DEVELOP TEACHER-TRAINING MATERIALS

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in developing teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to outline and describe various stages in the process of developing teacher-training materials and realistically play a developmental project.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Color filmstrip
Response booklet

GENERAL DESCRIPTION: Narration on the tape provides a rationale for instructional development as an alternative to current teacher-training techniques. The tape also outlines a three-stage process for the analysis, design, and formative evaluation of training materials. These stages are further broken down into component steps. A discussion of various instructional formats and media follows. Answers are provided to the usual questions raised by teacher trainers about instructional development. The response booklet includes objectives for the module, space for taking notes, an extensive bibliography, and a reprint of an article on the teacher trainer as an instructional developer.

APPROXIMATE TRAINING TIME: 30 minutes

DEVELOPMENTAL STAGE: Prototype version available March, 1974.

EVALUATION: Systematic evaluation of the procedure outlined in the module has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO ANALYZE YOUR TRAINEE

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in developing teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to identify those characteristics of learners which are likely to interact with the design of instructional materials (e.g., entering competencies, attitude toward the instructional topic, etc.)

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Filmstrip
Response booklet

GENERAL DESCRIPTION: Narration on the audiotape provides a rationale for learner analysis in teacher training and presents a sample segment from an actual analysis. The filmstrip is used for visual clarification and enrichment. The trainee is required to make periodic responses in the booklet which also contains a checklist for learner analysis. The trainee is required to apply this checklist for an analysis of a population of his own choice. A series of follow-up activities involving the use of external sources for learner analysis are also included in the package.

APPROXIMATE TRAINING TIME: 30 minutes + time for follow-up activities.

DEVELOPMENTAL STAGE: Prototype version available March, 1974.

EVALUATION: Systematic evaluation of the procedure outlined in the module has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO ANALYZE TEACHER-TRAINING TASKS

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in teacher-training materials.

GENERAL OBJECTIVE: The trainee will be able to analyze a teacher competency into a hierarchical set of necessary and sufficient subtasks and derive specific behavioral objectives from this set.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Color filmstrip
Response booklet

GENERAL DESCRIPTION: The audiotape presents a systematic procedure for analyzing teacher-training tasks and demonstrates its application to the analysis of a specific task. The filmstrip is used for tracing the process step-by-step for visual enrichment. The trainee also studies various samples of task analysis included in the response booklet. Discussion of the analysis is followed by an explanation of the procedure for checking the adequacy of task analysis and converting the task analysis statements into behavioral objectives. Examples of this procedure are also included in the response booklet. The trainee is finally required to apply the principles to the analysis of a task of his own choice using various checklists provided. An extensive bibliography is included in the response booklet.

DEVELOPMENTAL STAGE: Prototype version available March, 1974.

APPROXIMATE TRAINING TIME: 1 hour + time for actual analysis.

EVALUATION: Systematic evaluation of the procedure outlined in the module has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO ANALYZE TEACHER-TRAINING CONCEPTS

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to select a set of educationally relevant concepts, arrange them in a suitable hierarchy, analyze each concept into critical and irrelevant attributes, and select examples and nonexamples for teaching the concepts and testing for their mastery.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Filmstrip
Response booklet

GENERAL DESCRIPTION: The audiotape presents a systematic procedure for analyzing teacher-training concepts and demonstrates its application to the analysis of a specific concept. Visual clarification and enrichment are provided by the filmstrip. The trainee also studies various samples of concept analysis included in the response booklet. This is followed by a discussion of the procedure for using the outcomes of concept analyses for constructing criterion-referenced diagnostic tests and producing prototol sequences. The trainee's responses in his booklet require application of the principles to the analysis of a concept of his own choice. The response booklet also contains a bibliography.

DEVELOPMENTAL STAGE: Basic script completed.

APPROXIMATE TRAINING TIME: 45 minutes + time for actual analyses.

EVALUATION: Systematic evaluation of the procedure for analyzing teacher-trainin, concepts has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO DEVELOP SIMULATION/ROLEPLAY PACKAGES

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to design, test, modify, and package a simulation/roleplay package for teacher training.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Filmstrip
Response booklet
Sample simulation/roleplay package (Upset in Polymer)

GENERAL DESCRIPTION: The audiotape outlines a basic procedure for developing simulation/roleplay packages. Visual clarification and enrichment is provided through the filmstrip. The trainee explores an actual simulation/roleplay package. The development of this package is retraced in terms of the procedure described earlier. The trainee is required to make frequent responses in his booklet which add up to the basic design for a simulation/roleplay package on a teacher-training topic of his own choice. A list of references is included in the response booklet.

DEVELOPMENTAL STAGE: Task analysis completed.

APPROXIMATE TRAINING TIME: 2 hours + time for actual developmental activity.

EVALUATION: Systematic evaluation of the procedure for developing simulation/roleplay packages has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO DEVELOP TEACHER-TRAINING GAMES

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to design, test, modify, and package a nonsimulation game for teacher training.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modifications.)

PACKAGE CONTENTS: Audiotape cassette
Color filmstrip
Response booklet

GENERAL DESCRIPTION: The audiotape presents a nine-step procedure for the development of teacher-training games. Slides are used for visual explanation and enrichment. The trainee also explores the teacher-training game. The development of this game is retraced in terms of the nine-step procedure. The trainee is required to respond in his booklet about what he would do in various stages of the development of the game. He is also required to modify the rules of another game on the basis of player feedback, and to design a game on a teacher-training topic of his own choice. Appendices to the response booklet include more samples of teacher-training games developed through the application of the same procedure.

DEVELOPMENTAL STAGE: Prototype version available April, 1974.

APPROXIMATE TRAINING TIME: 2 hours + time for actual game design activity.

EVALUATION: Systematic evaluation of the procedure for designing teacher-training games has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

HOW TO DEVELOP AUDIOVISUAL TRAINING MODULES

PROJECT: Instructional Development for Training Teachers of Exceptional Children

PROJECT DIRECTORS: Sivasailam Thiagarajan
Melvyn I. Semmel

SCRIPT: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers and instructional developers interested in teacher-training materials.

GENERAL OBJECTIVE: The trainee shall be able to design, test, modify, and package an audiovisual module for teacher training.

FORMAT: Synchronized sound filmstrip for individual use. (May also be used in group situation with minor modification.)

PACKAGE CONTENTS: Audiotape cassette
Filmstrip
Response booklet

GENERAL DESCRIPTION: The audiotape outlines a basic procedure for developing audiovisual teacher-training modules. Visual clarification and enrichment is provided through the filmstrip. The trainee explores an actual teacher-training module. The development of this module is retraced in terms of the procedure described earlier. From time to time the trainee is required to respond in his booklet. These responses add up to the basic design for an audiovisual module on a teacher-training topic of his own choice. A list of references is included in the response booklet.

DEVELOPMENTAL STAGE: Task analysis completed.

APPROXIMATE TRAINING TIME: 90 minutes + time for actual developmental activity.

EVALUATION: Systematic evaluation of the procedure for developing audiovisual training modules has been completed. Formative evaluation of the module itself is in progress.

RELATED PUBLICATION:

Thiagarajan, S., Semmel, D., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. Minneapolis: The Leadership Training Institute/Special Education, University of Minnesota, and The Council for Exceptional Children, Teacher Education Division, 1974.

PROJECT: Affective Education Inservice Training Package

PROJECT DIRECTOR: Raymond Glass

DEVELOPERS: Raymond Glass
Jim Griffin

TARGET POPULATION: Inservice elementary teachers and inservice elementary special education teachers.

GENERAL OBJECTIVE: To provide teachers with knowledge of affective education. To provide teachers with some techniques, strategies, and procedures that will facilitate the development of more affectively oriented teaching.

RATIONALE: By training teachers to become more affectively oriented in their teaching and interactions with their students, it is expected that students will be more able to grow and develop cognitively (academically) and emotionally (affectively).

FORMAT: Workshop training of teachers or self-instruction of teachers.

PACKAGE CONTENTS: Audiotape of the basic aspects of the Response Book or training manual
Slides which accompany the audiotape
Response book (Affective Education Manual for Teachers)

GENERAL DESCRIPTION: Workshop may be of several different formats or there may be self-instruction by the teachers. The audiotape outlines the essential elements of the Response Book and generally provides teachers with a limited knowledge of what is included in the Response Book. Workshop without the use of slides and tapes, presents to teachers a brief overview of affective education and then the workshop leader involves teachers in participating in and discussing selected or representative activities, procedures, etc. contained in the Response Book.

APPROXIMATE TIME REQUIREMENT: 1 hr. 45 min. for a workshop of slides and audiotape; 2-2½ hrs. for a workshop of selected activities and discussion.

AVAILABILITY: Limited number of packages are available for use.

EVALUATION: Evaluation of the pilot workshops is presently being undertaken.

ANTICIPATION GAMES

PROJECT: Anticipation Games Project

PROJECT DIRECTOR: Melvyn I. Semmel

DEVELOPER: Melvyn I. Semmel

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers at the elementary level.

GENERAL OBJECTIVE: The trainee shall form flexible hypotheses about various factors affecting the performance of a child and improve his accuracy of predictions about the child's behavior.

RATIONALE: Verbal abstractions seldom give a useful understanding of the characteristics of handicapped children; they even induce misconceptions. In contrast, this game uses actual empirical norms and the scoring system rewards accuracy of prediction. By requiring the player to repeatedly make predictions, check them against actual data, and modify his generalizations, the game provides a stronger and more relevant base of understanding the handicapped child.

FORMAT: Nonsimulation board-and-card game for small group use.

PACKAGE CONTENTS: Box; game boards; grease pencil; question cards; poker chips; age, IQ, and curriculum area cards; response sheets; and pencil.

GENERAL DESCRIPTION: Although there are a number of variations, all anticipation games are based on question cards which contain a multiple-choice item on one side and a table of correct responders at three different IQ and five different age levels on the other side. More than 200 of these question cards involve four different curriculum areas. Depending upon the instructor's goals, the game may emphasize the analysis of IQ level, age, or curriculum area variables. The instructor's manual contains a number of follow-up activities including modifications and redesign of the games based on data collected by trainees themselves.

APPROXIMATE TIME REQUIREMENTS: 30 min. to 2 hrs. depending upon instructor's goals.

AVAILABILITY: Available for dissemination.

EVALUATION: The game and the related concepts have undergone extensive evaluation in the experimental and field-testing studies. For a summary of the findings, see:

Semmel, M. I., & Thiagarajan, S. Design, development and validation of anticipation games (Working paper 16.14). Bloomington, Ind.; Center for Innovation in Teaching the Handicapped, 1973.

Semmel, M. I., & Baum, R. B. Increasing teachers' understandings of educable mentally retarded children through anticipation games. Viewpoints: Bulletin of the School of Education, Indiana University, 49(6), 1973.

GAMEgame

GAME DESIGNER: Sivasailam Thiagarajan

TARGET POPULATION: Teacher trainers, instructional developers, and teachers.

GENERAL OBJECTIVE: The teacher trainee shall be able to (a) design a learning game, (b) modify it on the basis of player feedback, (c) evaluate a learning game, and (d) modify a learning game to suit local needs and conditions.

RATIONALE: Nonsimulation games are useful in increasing the interest level and lessening the cognitive demand in teaching retarded children. Simulation/games are effective in presenting complex situations to teacher trainees. The flexible format of the game permits its use with both teacher trainers and trainees to provide them with appropriate and useful skills.

FORMAT: Simulation game suitable for play by teams.

PACKAGE CONTENTS: A printed manual which contains various activities, forms, evaluation instruments, suggested schedule, and checklists.

GENERAL DESCRIPTION: The instructor and a selected set of players make necessary modifications in the rules of GAMEgame and prepare materials. During the actual game, different teams are awarded "grants" to undertake game development activities. Teams may send their members to various courses and hire expert consultants. Each team designs an actual game, tries it out, and modifies the game on the basis of the feedback. During the final session, the games are presented to other teams and cooperatively evaluated.

APPROXIMATE TRAINING TIME: Three sessions of at least 90 minutes each with time for homework assignments in between.

AVAILABILITY: Available April 1974.

EVALUATION: The game has been used in a number of workshop situations.

RELATED PUBLICATIONS:

Thiagarajan, S. GAMEgame has a nested format. Simulation/Gaming/News, 1973, 1(8), 10.

Molenda, M., & Mulvaney, D. E. The AV game: A whole course as a simulation game. Viewpoints: Bulletin of the School of Education, Indiana University, 1973, 49(6).

NAKED MONSTERS

GAME DESIGNER: Sivasailam Thiagarajan

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers.

GENERAL OBJECTIVE: The teacher trainee shall analyze a given concept, and prescribe the nature and sequence of examples and nonexamples to be used in teaching and testing the concept.

RATIONALE: A number of studies indicate the importance of careful control of instructional variables in teaching a concept to the handicapped child. By creating an artificial set of concept classes, this game provides the trainee with a better feel for the teaching and learning of concepts.

FORMAT: A series of 35 card games for small-group play.

PACKAGE CONTENTS: A deck of 52 monster cards and rule book.

GENERAL DESCRIPTION: All games are of relatively brief duration and permit repeated play. The type of skills involved in the games include analyzing critical and irrelevant attributes of a given concept, identifying salient and subtle attributes, locating clear-cut positive examples for initial instruction, choosing divergent sets of examples of a given concept, matching nonexamples to positive examples, diagnosing patterns of learner errors, and teaching a concept through the use of suitable examples and nonexamples.

APPROXIMATE TRAINING TIME: 30 min. to 3 hrs. (depending on instructor's needs)

AVAILABILITY: Currently out of print.

EVALUATION: Formative evaluation has been undertaken in a number of workshop situations. Summative evaluation is being planned for the near future.

RELATED PUBLICATIONS:

Thiagarajan, S. Monstrously teaching concept teaching. Simulation/Gaming/News, 1973, 1(5), 10-12.

UPSET IN POLYMER: AN EXPERIENCE IN MAINSTREAMING

PROJECT: Alternatives to Special Education

PROJECT DIRECTOR: Samuel L. Guskin

AUTHORS: Anne Briggs
Samuel L. Guskin

TARGET POPULATION: Preservice and inservice special and regular education teachers, principals, other school personnel involved in mainstreaming.

GENERAL OBJECTIVE: The participants shall more fully conceptualize the problems associated with mainstreaming a mildly handicapped child into a regular classroom.

RATIONALE: Special educators are again considering the feasibility of integrating mildly handicapped children back into regular classrooms. The appearance of such a child in the classroom may present problems to a regular teacher unprepared for mainstreaming (e.g., peer acceptance). Then, too, the administrative changes may create new jobs and new tensions. This package suggests the organization of some of those problems.

FORMAT: Small group roleplay and discussion.

PACKAGE CONTENTS: 4 audiotapes, 3.75 i.p.s., 30 min. ea.
5 player's booklets
1 observer's booklet
1 instructor's booklet

GENERAL DESCRIPTION: Using an audiotape to provide settings and to pace the activities, and using player's booklets for further instructions, groups of five people simulate the events in a mythical school prior to, during, and just after a mildly handicapped child is integrated into a regular classroom. The participants roleplay and then discuss their roleplaying three times: once as teachers and a principal, once as teachers and parents, once as a teacher and pupils. Then the participants simulate a planning session for the school district, thus summarizing and synthesizing their previous roleplaying activities.

APPROXIMATE TIME REQUIREMENT: 2 hrs (three ½ hr. roleplay & discussion activities; one 20 minute planning session)

AVAILABILITY: Available January 1974.

EVALUATION: Extensive field testing of the package has been completed.

RELATED PUBLICATIONS:

Guskin, S. L. Simulation games on the "mainstreaming" of mildly handicapped children: Developmental and formative evaluation phases. Viewpoints, November 1973.

INDIANA BEHAVIOR MANAGEMENT SYSTEM-II TRAINING PACKAGE

PROJECT: PRIME (Programmed Re-entry into Mainstream Education)

AUTHORS: Albert H. Fink
Melvyn I. Semmel

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers.

GENERAL OBJECTIVE: The trainee shall reliably code student off-task and teacher control behaviors in the classroom.

RATIONALE: One of the major variables in student-teacher interactions is the disruptive behavior of the former and the control techniques used by the latter. This training package, originally designed to assist coders in Project PRIME, will also be found useful by other investigators, trainers, and teachers.

FORMAT: Combination of individual and group-use materials.

PACKAGE CONTENTS: Programmed instruction manual (147 pp.)
Three videotapes
Training booklet (113 pp.)
Coding booklets

GENERAL DESCRIPTION: The trainee is introduced to categories of the coding system through the programmed instruction manual. Coding practice is provided through videotape segments and the training booklet. Amount of distractors and delay of feedback are gradually increased during these practice sessions. A criterion videotape is used to measure the reliability of the trainee's coding upon the completion of the training program.

APPROXIMATE TRAINING TIME: 10-15 hrs.

AVAILABILITY: Limited number of packages are available for use.

EVALUATION: For information on the use of the packages in Project PRIME, see:

Semmel, M. I., & Adler, M. The role of the Center for Innovation in Teaching the Handicapped in Project PRIME. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, 1971.

RELATED PUBLICATIONS: For a description of and a rationale for the instructional development approach used in the package, see:

Thiagarajan, S. Observation systems: From an instructional point of view. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, Working paper 9.15, 1972.

INDIANA PUPIL PARTICIPATION SCHEDULE TRAINING PACKAGE

PROJECT: PRIME (Programmed Re-entry into Mainstream Education)

AUTHORS: Melvyn I. Semmel
Karen Myers

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers.

GENERAL OBJECTIVE: The trainee shall reliably code the participation of an individual student in classroom activities.

RATIONALE: One of the major variables in a heterogeneous classroom is the amount of participation by individual students. This observation system enables coders to record student participation.

FORMAT: Combination of individual- and group-based materials.

PACKAGE CONTENTS: Programmed instruction manual (47 pp.)
Videotape with five segments of simulated classroom activities
Coding booklets

GENERAL DESCRIPTION: The trainee is introduced to the categories of the coding system through a branching program. He is provided with coding practice through videotape segments.

APPROXIMATE TRAINING TIME: 1 hr.

AVAILABILITY: Limited number of packages are available for immediate use.

EVALUATION: For information on the use of the package in Project PRIME, see:

Semmel, M. I., & Adler, M. The role of the Center for Innovation in Teaching the Handicapped in Project PRIME. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, 1971.

INDIVIDUAL COGNITIVE DEMAND SCHEDULE TRAINING PACKAGE

PROJECT: PRIME (Programmed Re-entry into Mainstream Education)

AUTHORS: William W. Lynch, Jr.
Carole Ames

TARGET POPULATION: Preservice and inservice special education teachers; preservice and inservice regular education teachers.

GENERAL OBJECTIVE: The trainee shall reliably code teacher cognitive demands, student responses, and teacher feedback in classroom interactions.

RATIONALE: One of the major variables in teacher-student interactions is the cognitive level. This training package, originally designed to assist coders in Project PRIME will also be found useful by other investigators, trainers, and teachers.

FORMAT: Combination of individual- and group-use materials.

PACKAGE CONTENTS: Programmed manual (109 pp.)
12 audiotape segments for coding practice
Roleplay unit coordinated by an audiotape
Three 30 min. videotapes
Training booklet (134 pp.)
Coding booklets

GENERAL DESCRIPTION: The trainee is introduced to the categories of the coding system through the programmed instruction manual. Initial practice in coding is provided by audiotape segments of single interactions and continuous lessons. Amount of distractors and delay in feedback are gradually increased during these practice sessions. Training concludes with the coding of live minilessons during roleplay sessions and videotape segments. A criterion videotape is used to measure the final reliability of the trainee's coding.

APPROXIMATE TRAINING TIME: 12-20 hrs.

AVAILABILITY: Limited number of packages are available for immediate use.

EVALUATION: For information on the use of the packages in Project PRIME, see:

Semmel, M. I., & Adler, M. The role of the Center for Innovation in Teaching the Handicapped in Project PRIME. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, 1971.

RELATED PUBLICATIONS: For a description of and a rationale for the instructional development approach used in the package, see:

Thiagarajan, S. Observation systems: From an instructional point of view. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, Working paper 9.15, 1972.